

University Physical Training. A Perspective from Bioethics

La Educación Física universitaria. Una mirada desde la Bioética

ABSTRACT

This systematic review explores a topic that is under-researched in the field of university Physical Training and aims to identify publications related to ethics and bioethics in this field in scientific journals. Through the literature review, various theoretical approaches on bioethics as a tool for personal development in the school environment, the sports capacities as a means for moral formation and the acquisition of virtues, as well as the level of knowledge of professionals were accessed. To conduct the study, a bibliographic review of research published between 2012 and 2018 in national and international journals indexed in databases such as Scopus, Web of Science, Scielo, and SPORTDiscus, among others, was carried out. Although the available literature addresses ethical and bioethical issues in university Physical Training, it is necessary to increase the number of studies on this topic, which remains an underexplored area in scientific production.

Key words: Bioethics; Ethics; University Physical Education; Professional Training; Bioethical Principles.

RESUMEN

Esta revisión sistemática explora un tema poco investigado dentro del ámbito de la Educación Física universitaria y tiene como objetivo identificar publicaciones relacionadas con la ética y bioética en este campo en revistas científicas. A través de la revisión de la literatura, se accedió a diversos enfoques teóricos sobre la bioética como herramienta para el desarrollo personal en el entorno escolar, las capacidades del deporte como medio para la formación moral y la adquisición de virtudes, así como el nivel de conocimiento de los profesionales. Para realizar el estudio, se llevó a cabo una revisión bibliográfica de investigaciones publicadas entre 2012 y 2018 en revistas nacionales e internacionales indexadas en bases de datos como Scopus, Web of Science, Scielo y SPORTDiscus, entre otras. Aunque la literatura disponible aborda cuestiones éticas y bioéticas en la Educación Física universitaria, es necesario aumentar la cantidad de estudios sobre este tema, que sigue siendo un área poco explorada en la producción científica.

Palabras clave: Bioética; Ética; Educación Física universitaria; Formación profesional; Principios bioéticos.

INTRODUCTION

Physical Training in the university setting is conceived as a subject within the curriculum aimed at students of various degrees, which purpose is to contribute to physical development, the improvement and care of health, as well as to promote a productive use of free time for the benefit of life quality. In addition, it allows for an impact on socio-affective, cognitive and motor aspects through physical-sports activity. Currently, this subject goes beyond the merely physical, covering aspects such as physiology due to the nature of the exercises, biology due to its effects, pedagogy due to the methods used, and the social sphere due to the organization and participation around the professional future.

Exploring Physical Training from a bioethical perspective has been a professional interest that allows us to rethink key issues, stimulate critical thinking and promote transversality between disciplines, forming participatory and responsible citizens, moving away from the repetitive topics that are often dealt with in this discipline. Bioethics is proposed here as a pedagogical tool that encourages reflection and the transformation of behaviors in areas related to health, well-being and self-care.

In the training of future professionals, as well as in other degree courses related to various curricular areas, ethical issues emerge linked to academic training, professional practices and interpersonal and social relationships. In this sense, Wrench and Garrett (2015) highlight that ethics in Physical Training introduces essential frameworks that have a considerable influence in the university environment.

In the context of university Physical Training, this ethical approach is reflected in the regulations designed to ensure the equity, integrity and protection of students. However, the interpretation and application of these rules can generate debates, since some ambiguous situations require careful evaluation. The incorporation of a bioethical perspective in university Physical Training must be manifested in a coherent manner, with the aim of training professionals committed to ethical principles and standards of conduct. Therefore, it is crucial to carry out a critical analysis of the role of the Physical Training teacher, based on moral values and principles that enrich and improve the educational model in higher education. The teaching-learning process of university Physical Training has been described by various authors, such as Blázquez (2020) and Reyes (2022), who agree that this process integrates the psychological, procedural and attitudinal dimensions, facilitating students to acquire knowledge about the practice of physical activity.

In this context of seeking critical and ongoing training, a harmonious relationship based on ethics and bioethics requires the commitment of all the actors involved, such as students, teachers, educational institutions and Physical Training professionals. Furthermore, it is essential to understand the existential dimensions within university Physical Training and how they should be contextualized in concrete and daily practices. Therefore, it is essential to research ethical training and the role that universities play in preparing future professionals, introducing in them responsible ways of acting in their professional practice.

From an educational perspective, a theoretical and conceptual basis is proposed that articulates bioethics with Physical Training, providing guidance for analyzing and interpreting

the results obtained in the implementation of the curriculum. This section addresses the concepts, theories, principles and approaches that provide the necessary support to address problems based on bioethics.

Bioethics, as an emerging educational approach, focuses on the search for answers with the human being at the center of its decisions. Human actions, in many cases, have irreversible consequences for life, so this field proposes a rational approach, combining scientific progress with human well-being under a principle of minimal ethics. This approach seeks to put a limit on the constant confrontation between “homo sapiens” and “homo faber,” promoting interdisciplinary actions that balance development and sustainable well-being. All this can be achieved by adopting key principles such as respect for life and self-determination of the person.

In the university field, bioethical issues have been widely accepted, taking into account the mission of higher education institutions in the training of individuals capable of facing scientific challenges. Throughout history, universities have focused on professional training, transmitting knowledge that enables human beings to face such challenges. However, since the second half of the 20th century, this orientation has begun to change, turning towards the ethical training of citizens (Castellanos, 2016). In this way, by considering bioethics as an anthropological horizon, it becomes an axis that questions established paradigms, forcing a rethinking of issues within university Physical Training, such as obesity, sedentary lifestyle, premenstrual tension, mental health and the ideal of the slim body.

Various studies have pointed out different perspectives on bioethics. According to Jung (2012), Physical Training professionals are constantly surrounded by ethical issues and are co-responsible for their students, clients or patients well-being. For this reason, professional development and continuing educational programs should encourage ethical reflection on the daily practices and challenges faced by these professionals, in order to expand opportunities to address ethical dilemmas and problems in their own contexts.

However, both national and international scientific literature seems to be limited in terms of the numerous ethical conflicts that may arise in relation to the culture of body movement, particularly in the areas in which future Physical Training professionals put their skills into practice. In this sense, the main objective of this study is to analyze how the discussion on ethics and bioethics in university Physical Training is addressed within the scientific literature.

Therefore, this research focuses on exploring in a precise and exhaustive manner the ethical and bioethical aspects in the context of Physical Training for university students, in order to better understand its impact and development in this field.

METHOD

This study adopted a qualitative approach to carry out the research. Within this approach, the bibliographical review plays an essential role in identifying the latest trends and in synthesizing the fundamental principles that consolidate a discipline (Tramullas, 2020). Therefore, the systematic literature review method was chosen, following the approach described by Ferreras Fernández (2016). The choice of the systematic review as a method seeks

to guarantee a systematic and transparent collection and analysis of information. This approach favors the objectivity and replicability of the study, providing a solid base of prior knowledge to support the results and conclusions of the work.

The qualitative approach to research is justified because it focuses on the analysis of descriptive data, as pointed out by Escudero and Cortez (2018, p. 22), with the aim of describing the qualities of the phenomenon studied. In this case, it is about examining the objectives, results and conclusions on the relationship between ethics and bioethics in Physical Training. The systematic review includes clear goals, rigorous and reproducible methods, and an exhaustive search for studies, findings internal evaluation and detailed presentation of the results (Clarke, 2011, p. 64).

Furthermore, Manterola et al. (2013, p. 150) highlight the stages necessary to carry out a systematic review: formulation of the problem, location and selection of primary studies, evaluation of methodological quality, data extraction and analysis and presentation of results.

A qualitative systematic review was conducted in January 2024 to organize what the scientific literature, both national and international, has published on ethics and bioethics in university Physical Training. In addition, the areas of knowledge that require further research in the context of higher education were identified. To increase the rigor of the review, six key steps were followed:

1. Define the publication period;
2. Selection of descriptors;
3. Choosing databases for searching;
4. Establishment of sample selection criteria;
5. General analysis of research results;
6. Definition of the final sample.

The population of this literature review study is composed of scientific articles published in indexed journals, according to Manterola et al. (2013, p. 150). The analysis criteria used to evaluate the articles include the type of study, objectives, methodological designs, findings, limitations, results and conclusions related to ethics and bioethics in the field of Physical Training. In addition, the same author points out that in the third stage an evaluation of the methodological quality is carried out, which consists of analyzing the internal validity of the publications and detecting possible biases (p. 151).

In the fourth stage, data extraction is carried out using templates or matrices, while in the fifth stage, analysis and presentation of the results (p. 152) is carried out using the Atlas version 22 program. The sixth stage included the systematization of the results. The publication period considered in this research varies from 2012 to 2018.

In order to better delimit the scope of production on the subject addressed, the following descriptors were used in Physical Culture Sciences, in Portuguese, English and Spanish: "Bioethics", "ethics" and "Physical Training". The choice of these three descriptors was due to their relevance in the research context. The databases selected for the search were SciELO and Web of Science, as well as multidisciplinary databases such as Scopus and SPORTDiscus, which cover the areas of education and physical training. In SciELO and Web of Science, the

search was carried out using the descriptors organized by Boolean operators "and" and "or" to retrieve relevant information.

For the selection of articles, inclusion criteria were considered such as access to full and free texts through the Capes Newspaper Portal, in Portuguese, English, French or Spanish, that addressed the topic of ethics and/or bioethics in its direct relationship with university Physical Training. No time limit was established for carrying out the studies.

Exclusion criteria included editorials, theses, dissertations, studies evaluating protocols on physical activity programs, and reviews. In addition, a reverse search was performed using the references cited in the selected studies, identifying additional relevant works. Regarding the documentary analysis, an individual matrix was used for each reviewed document, which allowed the data to be transferred to a group analysis matrix. To validate these instruments, experts in the field were consulted, obtaining a feasibility score of 95 out of 100 in the documentary review.

In the preparation of this systematic review, an exhaustive analysis of approximately 876 articles was carried out. From these, a sample of 12 articles was selected that met the previously established selection criteria and were considered relevant to the research objectives. Those articles that did not come from reliable databases were excluded, guaranteeing the quality and validity of the information used in this study.

To carry out the systematic review, several stages of thematic content analysis were followed, as suggested by Bardin (2011). These stages included: a) Pre-analysis : organization of the selected articles; b) Material exploration; c) Treatment of the results; d) Inferences; e) Interpretation of the results based on the review of the scientific articles.

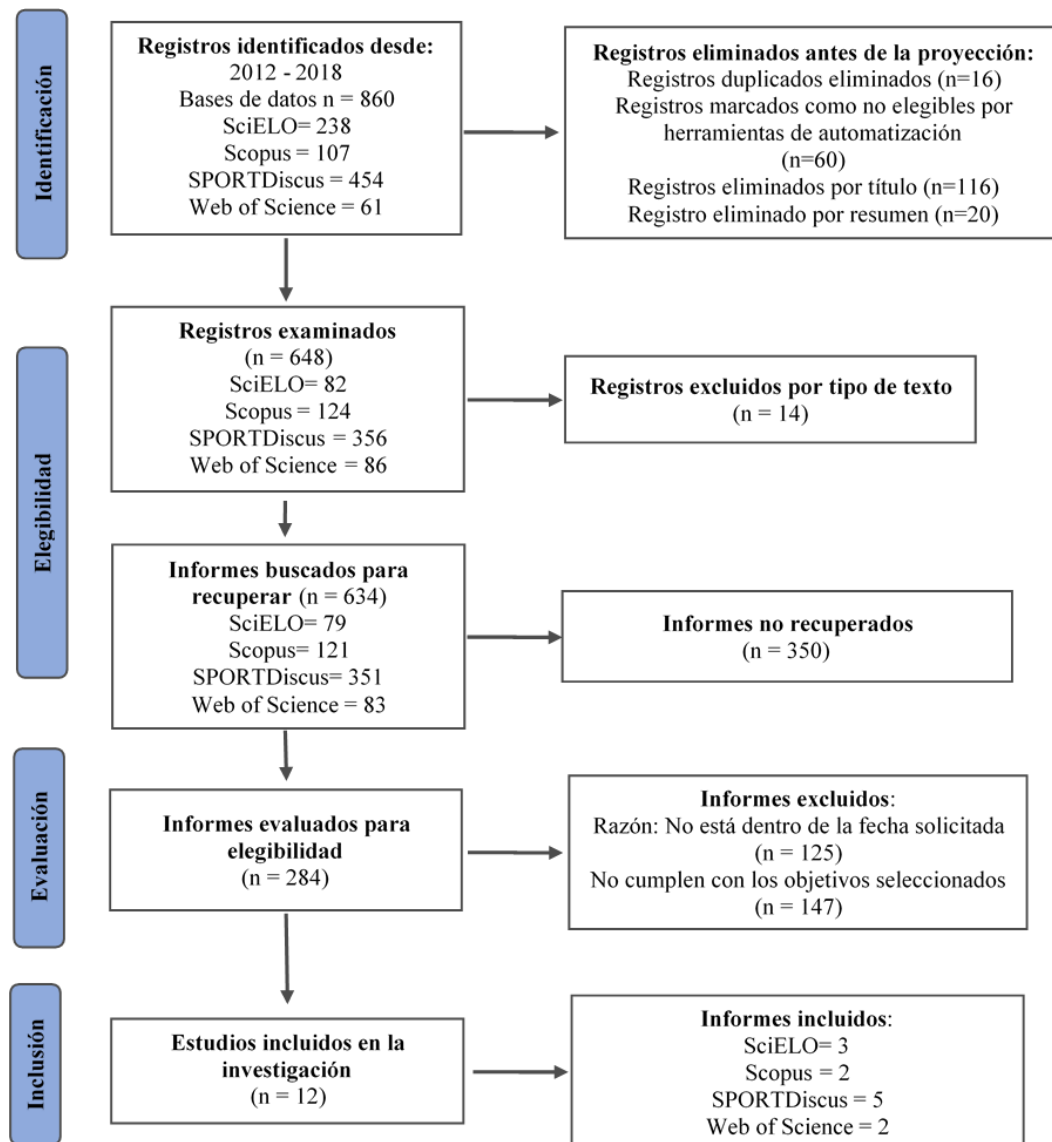
Atlas.ti version 7 software was used for the analysis. This work is the result of research carried out within the framework of the Postgraduate Program in Physical Culture at the University of Rio Grande do Sul (Brazil). The search in the databases allowed identifying approximately 860 articles, distributed as follows: SciELO (238 articles), Scopus (107 articles), SPORTDiscus (454 articles) and Web of Science (61 articles).

Of the total of 860 articles identified, 16 were eliminated due to being duplicates, 60 due to not being eligible according to automated tools, 116 due to the title and 20 due to the abstract. This left 648 articles distributed as follows: SciELO (82), Scopus (124), SPORTDiscus (356) and Web of Science (86). In addition, 14 records were excluded due to the type of text. In total, 634 articles were retrieved for review.

Finally, a sample of 12 articles was selected, distributed as follows: SciELO (3), Scopus (2), SPORTDiscus (5) and Web of Science (2), which met the established selection criteria. Articles outside the requested date range (125) and those that did not meet the research objectives (147) were excluded, which guaranteed the quality and relevance of the information used in the study. The results obtained are presented in the following figure:

Figure 1

PRISMA method diagram



RESULTS

Science database, which compiles bibliographical references and citations of scientific publications, stands out.

Regarding the nature of the studies reviewed, all of them correspond to qualitative research. Regarding the data collection methods, several studies used a combination of techniques such as semi-structured interviews, field diaries, non-participant observation, case studies and focus groups. Regarding the analysis methodology mentioned in the studies, approaches such as theoretical essay, ethnography, content analysis, as well as dialectical and hermeneutic analysis were used.

Following the analysis of the thematic content, four main categories related to ethical and bioethical issues were identified: Physical Training as a means for ethical development in schools; the potential of sport as a tool for moral education and the formation of virtues; the

level of knowledge of Physical Training professionals on ethics; and ethics in the training of future Physical Training professionals. As regards the categories of analysis linked to the relationship between Physical Training and ethics/bioethics, the categories resulting from the content analysis were analyzed.

The category "Physical Training as a means for ethical development in schools" includes the findings of studies such as Wrench and Garrett (2015); Görgüt and Tutkun (2018); Pezdek (2012); Barker et al. (2013); Costa et al. (2016); and Jung (2012). These works highlight the importance of school Physical Training in the personal and social development of students, also addressing its ethical dimension. This category is discussed from the perspective of values and the moral and ethical formation of students in the context of Physical Training classes.

Based on the reviewed articles, such as those by Pezdek (2012) and Jung (2012), it was observed that students develop an understanding of the ethical component in Physical Training classes, sports and physical performance. Activities such as cooperative and mental games, coordination, as well as knowledge about certain diseases and treatments related to Physical Training, provide a more critical and broader view on ethical development in this subject.

Similarly, Barker et al. (2013) highlighted that the use of Physical Training as a means for ethical development in the school context contributes to a new way of understanding pedagogical action. According to the authors, the approach of bioethics in Physical Training is centered on the care of life, which means that each pedagogical action must be guided by the fundamental principles of bioethics: respect for autonomy, justice, beneficence and non-maleficence.

In their works, these authors suggest that Physical Training can be linked to bioethics as a learning axis, which offers new pedagogical perspectives. A key element of this link is the challenges. In each challenge proposed in the classes, emphasis is placed on applying bioethical principles, with the aim of developing an ethical sense among students. Bioethics seeks to problematize the issues faced on a daily basis, and, to address them, the authors ask the key question: "What should I do?" From this question, three fundamental bioethical standards emerge that can be applied in teaching.

On the other hand, Wrench and Garrett (2015) argue that core values directly influence individual actions and shape students' personal development. Peripheral values, on the other hand, do not have such a significant impact on students' daily lives and therefore do not profoundly affect their development.

From this perspective, Physical Training is configured as a sociocultural construction created by and for people, based on specific human objectives and values, the so-called core values. In addition, school physical training plays a crucial role in the development of students' axiological and attitudinal competence, which influences their moral choices, desires and goals, helping to shape both their worldview and their self-perception in it. However, moral education can be implemented in the institution in four ways:

1. Moral education as socialization (individuals adaptation to the community where they live);
2. Moral education as clarification of values (liberal approach);

3. Moral education as the development of moral judgment;
4. Moral education as the formation of virtuous habits or character.

Although the central value in the axiology of Physical Training is the body, it appears in a much broader context, which transcends its purely physical understanding. It is interrelated with other values such as aesthetic, social, religious, utilitarian, moral and hedonistic values. Along these lines, Costa et al. (2015) point out that, supported by a pedagogical praxis, the Physical Training class in the school environment offers interpersonal situations and physical and cultural experiences that facilitate socialization as part of the moral formation process.

The category "Potentials of sport as a tool for moral education and the formation of virtues" brings together findings by authors such as Görgüt and Tutkun (2018), Pezdek (2012), Barker et al, (2013), Costa et al. (2016) and Jones (2015). Here, sport is given a broader vision that transcends Physical Training, considering it a social framework for children and adolescents moral development.

Sport not only contributes to health and well-being, but also aims to form ethical subjects. In this sense, Costa et al. (2015) highlight that the sport practice, both in schools and in clubs, offers a cultural space where ethical criteria are put into play. Sport has great moral potential, which is manifested in the struggle for excellence, based on respect for values such as "fair play", equality, tolerance and justice.

For his part, Jones (2015) highlights that moral action in sport is influenced by concepts such as virtue, motivation, maturity, principles, moral judgment, reasoning, perception and emotions, as well as by situational factors.

Sport, in the context of school Physical Training, can be used as a pedagogical tool through elements such as normative regulation, sportsmanship, the right to practice, personal improvement and the opportunity for an ethic that goes beyond the simple fulfillment of duties. Sports activities, therefore, play a crucial role in personal development by offering everyone the right to practice sports, whether in a school, recreational or competitive context. The meaning of sport is perceived both at a behavioral and conceptual level, and both are interrelated.

Similarly, Pezdek (2012) highlights that the sport popularization among young people not only improves the society's health, but also promotes the development of a broader ethical awareness.

According to Görgüt and Tutkun (2018), their research highlights that the primary goal of sports initiation is to cultivate specific psychological skills, such as the ability to accept victory and defeat, practice fair play, and maintain emotional control in times of adversity. To achieve this, it is imperative to foster the development of emotional education in various environments, including the family, since in cooperative/competitive games there is a greater tendency to negative experiences due to the competitive nature, which generates adverse emotions when losing. They also address the concept of "fair play" as a recurring aspect in the sports field that involves fundamental values such as respect and honesty, referring to the problem of doping in sport.

In their analysis, they mainly highlight the positive aspects or those that are considered potentially beneficial for ethical and moral development through sporting practice. In addition to the benefits for health and well-being, participation in sport gives those involved the opportunity to internalize values and reflect on their daily behavior. Deficiencies in the international literature are pointed out on topics such as doping, cooperative values and acceptance of defeat in sport.

On the other hand, the category that addresses the level of knowledge of Physical Training professionals on ethics was based on studies carried out by authors such as Wrench and Garrett (2015), Loland (2016), Görgüt and Tutkun (2018), Jung (2012), Costa et al. (2016), Goodwin and Howe (2016), and Goodwin and Rossow-Kimball (2012). These investigations reveal aspects related to the training of professionals in universities, the level of understanding around ethical education and the consequences of a lack of ethical knowledge in decision-making and in the resolution of moral dilemmas in various contexts.

Authors such as Loland (2016), Jung (2012) and Costa et al. (2016) agree on the importance that teachers should give to the ethical skills and abilities of Physical Training professionals to deal with complex situations in their work environment, highlighting the relevance of the training process in universities.

Criticism directed at universities underlines the need to promote ethical education in a way that is contextualized in experienced reality. It is argued that in order to cultivate ethical sensitivity, it is fundamental to mature through experiences and confrontations during training.

It is suggested in the scientific articles that in order to achieve a stronger commitment to ethical education, there must be an involvement with socially critical discourses in the training of professionals, in order to make it a space of inclusion instead of marginalization and exclusion in its various fields of action. The study by Görgüt and Tutkun (2018), which evaluated the teachers' perspective on the concept of values education, supports these findings by pointing out that the level of knowledge of Physical Training professionals on values education is insufficient.

Within the category of University Physical Training with a Bioethical Perspective, there are articles by authors such as Wrench and Garrett (2015), Costa et al. (2016) and Görgüt and Tutkun (2018). This category addresses ethical training from the Physical Training subject taught to future professionals, with the capacity to strengthen areas of professional action (teaching and degree) as a means for ethical education, including issues related to training program models based on the adoption of humanistic knowledge in the base curriculum and the promotion of critical and ethical reflective practice among these new professionals. Regarding the qualification, most of the reviewed studies point to professional training models and continuing education programs focused on ethical education from university Physical Training.

Wrench and Garrett (2015) mentioned that the roles in this educational context are influenced by the socioeconomic, cultural and political environment, which directly affects the formation of individual's corporality. This is where bioethics emerges as a tool to analyze the practices that directly impact university Physical Training.

The principles of bioethics (beneficence, non-maleficence, autonomy and justice) are discussed by these authors, who point out how they can be affected by practices in the field of Physical Training. It is highlighted that although this subject can provide benefits to the professional future, it also entails risks for health, well-being and quality of life, and may even lead to inappropriate practices during physical exercise or participation in sports competitions.

Ethical work involves a critical reflection on established practices in university Physical Training (Costa et al., 2015), which in certain contexts can promote or inhibit performance, cause injuries in students and even contribute to the devaluation of the professional future. It is essential in the training of these professionals to promote an education that values diversity, with an emphasis on autonomy, integrity and ethical awareness. The literature reviewed highlights the importance of integrating ethics and bioethics in the training of university professionals, recognizing the lack of tools to address the moral conflicts they face. Görgüt and Tutkun (2018) highlight the need for a curriculum that contemplates these ethical aspects in a more comprehensive manner.

Bioethics not only seeks to reflect on actions in the field of Physical Training, but also to criticize the surrounding social environment. This is related to the lack of autonomy of university students in decisions related to participation in physical exercise sessions and the lack of information about the associated risks. The discussion on Physical Training as a facilitator of ethical development focuses the importance of integrating bioethics into educational curricula. It seeks to promote values such as fraternity, solidarity and cooperation through equitable educational practices.

In this way, bioethics is positioned as a valuable framework for ethical education in the context of Physical Training, promoting reflective and dialogical educational spaces based on bioethical principles and oriented towards beneficence, non-maleficence, autonomy and justice. Therefore, the discussion on the sport potential as a tool for moral education features its contribution to the development of various competencies, including cognitive, affective, ethical, aesthetic, interpersonal relationship and social integration.

In this context, various studies have underscored the importance of integrating ethics and bioethics in the training of university Physical Training professionals. Costa et al. (2016) have emphasized the distribution of roles, the coexistence with rules, the relationship between victory and failure, as well as rivalry and cooperation as elements that foster democratic values in contemporary society.

Direct observation of these benefits by researchers has emphasized the promotion of responsibility, self-respect and respect for others, as well as integrity through sports practice and education in shared values among students. This comprehensive perspective on the sport potential as a tool for moral education accentuates the importance of the positive effects of sports activities in the education of children and young people, not only in terms of integration, but also in socialization and the construction of citizenship.

Regarding the level of ethical knowledge of Physical Training professionals, the importance of the construction and development of research on bodily experience is highlighted, as well as the delimitation of topics that directly involve bioethical problems. This

knowledge contributes to better teaching performance and facilitates autonomous learning of students, although the lack of interpretation of these topics in some universities limits their full potential.

In the current panorama of the 21st century, it is imperative that professionals consider bioethics as an anthropological horizon of Physical Training, where bioethical problems are exposed and reflected in the formative field, as stated by Görgüt and Tutkun (2018).

The discussion on university Physical Training from a bioethical perspective is presented as a transformative tool that enhances the effectiveness and efficiency of the educational process in the university environment, promoting a curriculum oriented towards the training of individuals capable of acting with bioethical principles and foundations as future professionals, as suggested by Görgüt and Tutkun (2018). This application ranges from the personalization of learning to the contextualization of ethical principles, as evidenced by the research of Wrench and Garrett (2015).

DISCUSSION

The author of this research argues that the successful implementation of ethical principles in university Physical Training requires a professional and interdisciplinary approach that combines the teacher experience with the student cultural matrix. This approach is aligned with practical experiences that show improvements in the personalization of learning, integrating ethical monitoring in university activities.

Furthermore, the importance of fostering positive moral traits among students through an ethical-professional environment is stressed, promoting their moral growth and integrity. The practical application of these virtues in the educational field presents challenges regarding their integration with the contexts of action, the modes of professional action and academic results. It is decisive to address the ethical and privacy implications associated with university Physical Training from a bioethical perspective. This knowledge directly relates the teacher to problems such as sedentary lifestyle, mental health, body perception and premenstrual tension, which impact university students of diverse characteristics, which implies rethinking the teaching of Physical Training with a bioethical approach to these problems.

The results of the research stand out that bioethics in the field of university Physical Training is a complex and dynamic field that requires constant reflection on values, principles and emerging ethical dilemmas. The analysis of the intersections between physical activity, sport and ethical considerations is becoming increasingly relevant in this context. The exhaustive analysis carried out from various ethical perspectives in the practice of university Physical Training through a theoretical review has allowed us to identify fundamental dimensions and current trends in the ethical field of Higher Education.

This comprehensive review has contributed to understanding the ethical and bioethical challenges faced by Physical Training and university sport, as well as society as a whole, by providing a detailed overview of ethical perspectives in the field of bioethics applied to Higher Education. The discussion of the main findings in this systematic review seeks to enrich the

understanding of current ethical and bioethical dilemmas and possible future directions in the teaching and learning process of university Physical Training, which is in continuous evolution.

CONCLUSIONS

This systematic review article has emphasized a significant diversity of assessments and standards around bioethics and ethics as key components of teaching performance that impact the quality of university education, considering their influence on students training. These disparities arise from the specific characteristics, structures and internal policies of each educational institution, as well as from the ideal of the professional sought in each field of university study, where the experience of the teacher plays a fundamental role.

The relevance of bioethical knowledge by teachers in the context of educational quality is fundamental and, to enhance its effectiveness, it is essential to address issues related to Physical Training from a critical and reflective perspective framed within bioethics. It is important to promote awareness among academics to research on this topic, even beyond scientific production in the field of university Physical Training, especially underlining areas where deficiencies are identified, such as research related to collaborative values, professional approaches to action and shared values that are part of professional ethics.

Finally, it is relevant to consider that future professionals need to understand the social and cultural environment in which they will carry out their professional and daily activities, in order to make greatest use of contents in the university Physical Training course to promote moral and ethical development, always with a responsible and committed approach, especially oriented towards the ideal of the professional to which they aspire in the context of higher education.

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